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ABSTRACT

The primary focus of this document is the mechanics of organizing a learning center for readiness-level children. The first section outlines procedures for using the learning center, including determination of student eligibility, referral of students, placement, and evaluation. Also included are: a referral form; a list of evaluation instruments; behavioral objectives; a prescription sheet; a list of suggested materials for programming--multimedia, books and kits, commercial games, duplicating worksheets, and sample game-board sheets; a floor plan of Comanche Learning Center; and signs with symbols for prereading students. The appendix contains sample scheduling, evaluation, attendance, and record sheets for Language Master, Hoffman Lab, System 80, SRA Schoolhouse, and Moving up in Numbers materials. (LL)

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ED134944

SUGGESTED AID
FOR ORGANIZATION
AND RECORD KEEPING
IN A LEARNING CENTER

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Comanche Elementary School

Helen Blackburn

January, 1976

Shawnee Mission Public Schools, Kansas

CS 003 200

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Procedures Followed in Beginning Operation of a Learning Center

Referral Form

List of evaluation instruments

Behavioral objectives

Prescription sheet

Suggested Materials for Programming

- Multi-media
- Books and Kits
- Games - Commercial
- Duplicating worksheets
- Sample game board sheets

Floor plan of Comanche Learning Center

Student signal signs

Appendix

- Sample scheduling chart
- Sample evaluation sheet
- Sample attendance sheet
- Sample record sheets:
  - Language Master
  - Hoffmann Lab
  - System 80
  - SRA Schoolhouse
  - Moving Up In Numbers
- Child's evaluation sheet (awards)

PROCEDURES FOR USING THE LEARNING CENTER

I. Eligibility:

A. Any student may be eligible to work in the Learning Center if he shows evidence of being an accelerated student in one or more of the content areas. His purpose for coming to the Learning Center is for enrichment of the regular classroom program.

B. Students who have fine motor problems and may profit from a typing program or need instruction in cursive handwriting.

C. Students who are working below grade level in one or more content areas: spelling, reading, math.

D. Students who need intensive work in the process skills:

auditory discrimination
auditory memory
visual discrimination
visual memory

E. Students who because of the open space classroom need a more structured time to their school day. Behavior modification techniques are used with these students.

II. Referral:

A. Is made by the classroom teacher if the student is exhibiting difficulty in an academic area.

B. Is made by the Special Services Screening Team.

III. Placement:

A. Students are placed only after their needs are diagnosed by pre-testing and an individual prescription made to remediate these needs.

B. Students are scheduled as agreed cooperatively by classroom teacher and Learning Center. If time cannot be worked out, the student is placed on a waiting list.

C. Students who have been screened and evaluated by the Special Services Team are given priority by the Learning Center.

IV. Evaluation:

A. Conferences with the classroom teacher are held periodically to communicate progress of the Learning Center student and to coordinate the remediation program with classroom work.

B. All Learning Center students working in System 80 programmed instruction are administered post-tests. The Criterim for mastery is determined by the Learning Center teacher.

C. A student may be programmed or re-cycled in other material if mastery level is below 85% or in the judgment of the Learning Center teacher, more work is needed.

D. A written evaluation in triplicate copy is made available for the classroom teacher, parent, and the student's Learning Center record.

COMANCHE ELEMENTARY SCHOOL

Referral Form

For: Teacher's use before screening.
(Bring child's permanent records to screening.)

Student Name_____ Date of Birth:_____ Age_____

Parents/Guardian_____ Home Phone_____

Name of Achievement Test_____ Late Adm:_____
Subtest names & Grade equivalents_____
Name of I.Q. Test:_____ Late Adm_____ I.Q._____

Has Student been evaluated by a psychologist, speech or hearing clinician? Explain_____

_____

Describe any type of service child may have received from reading teacher, Learning Center or tutor_____

Agencies other than school serving child or family_____

Any physical disorders (hearing, sight, nutrition, allergies, etc.)_____

_____

When have the parents been contacted and how do they feel about the child's problem?_____

_____

REASON FOR REFERRAL:

Learning difficulties
___Visual-motor
___Physical handicap

___Impaired hearing
___Impaired vision
___Impaired speech

___Mental retardation
___Gifted
___Behavioral problems
___Other:_____

Academic levels where Child is Working:

Math_____ Reading_____ Spelling_____
Science_____ Social Studies_____ Language Arts_____

Reading Difficulties	Arithmetic Difficulties	Other Difficulties
___Phonics	___Computation	___Handwriting
___Comprehension	___Memory of facts	___Spelling
___Word attack skills	___Story Problems	___Language skills
___Reversals	___Understanding concepts	___Listening
___Other:_____		___Speaking

Behavioral Patterns:

___Short attention span	___Withdrawn	___Cheating
___Does not complete assignments	___Aggressive	___Fearful
	___Fails to listen	___Out of seat behavior
___Completes assignments to quickly	___Uncoordinated	___Talks out
	___Failure to follow directions	

Social adjustment-Peer Relationship i.e. many friends, few friends, etc._____

_____

Others:_____

What do you see as the pupil's basic problem(s)? (Use other side for additional space.)

_____

Resource screening team who might be helpful: ___nurse___speech therapist___psychologist

___special service itinerant___social worker___teacher(s).

Bring this referral form and samples of the child's work with you to the building screening meeting.

_____Teacher/Teachers to contact for screening

LEARNING CENTER

EVALUATION INSTRUMENTS

Readiness:

1. Comprehensive Special Services Cooperative (C.S.S.C.)
2. Readiness Test
2. Daberon Screening Device for School Readiness
3. Early Detection Inventory: Tollett Publishing Company
4. Evanston Early Identifications Scale: Tollett Publishing Company
5. Kindergarten Auditory Screening Test: Katz
6. Murphy-Durrell Reading Readiness Analysis
7. Prereading Battery: Clymer-Barrett

Reading:

1. Basic Sight Word Test: Dolch Words
2. Classroom Reading Inventory: Silvaroli
3. Cooper-McGuire Diagnostic Word Analysis Tests: Croft Publishing
4. C.S.S.C. Reading Tests
5. Durrell Analysis of Reading Difficulty
6. Gates-MacGinitie Reading Testing
7. McCullough Word Analysis Tests
8. PIAT Peabody Individual Achievement Test: AGS
9. Standard Reading Inventory: McCracken
10. Stanford Diagnostic Reading Tests, Level I, II
11. Woodcock Reading Mastery Tests: AGS

Other Tests:

1. Basic Concept Inventory: Englemann
2. Detroit Test of Learning Aptitude
3. Developmental Test of Visual-Motor Integration: Beery and Buktenica
4. Boehm Test of Basic Concepts: Psychological Corporation
5. Durrell Listening Reading Series: Primary, Intermediate
6. Keymath: diagnostic arithmetic test: AGS
7. Learning Methods Test: Mills
8. Slosson Intelligence Test
9. Wide Range Achievement Test

PROGRAMMING WORKSHEET

STUDENT _____ SCHOOL _____ GRADE _____ SCHOOL YEAR _____

TEACHER _____ SPECIALIST _____

SPECIFIC SKILL(S) TO BE WORKED ON	METHODS & MATERIALS TO BE USED	DATE STARTED	CRITERION FOR MASTERY OF SKILL(S)	DATE OF MASTERY

PRESCRIPTION SHEET

Pupil's Name _____ School _____ Grade _____

Date _____ Teacher _____

Skill Deficit	Behavioral Objectives	Monday	Tuesday	Wednesday	Thursday	Friday

Skill Deficit	Behavioral Objectives	Monday	Tuesday	Wednesday	Thursday	Friday

DLW:5/7

SUGGESTED MATERIALS FOR PROGRAMMING

MULTI-MEDIA

Hoffman Lab
Hoffman Information Systems
5623 Peck Road
Arcadia, California 91006

Wallensak Teaching Tapes
Mincom Division (3M)
Minnesota Mining & Manufacturing Co.
St. Paul, Minnesota 55101

Tutorgram
Enrichment Reading Corporation of America
Iron Ridge, Wisconsin 53035

Systems 80 - Spelling/Math/Reading
Borg-Warner
7450 North Natchex Avenue
Niles, California 60648

Language Master
Bell and Howell
7100 McCormick Road
Chicago, Illinois

SRA Computapes
Science Research Association
259 East Erie Street
Chicago, Illinois 60611

Reading Improvement Series
International Teaching Tapes, Incorporated
Lakeland, Florida 33803

Cyclo-Teacher and Target Series - Phonics/Structural analysis/Auditory-visual discrimination
Addison Wesley Publishing Company
School Division
106 West Station Street
Barrington, Illinois 60010

BOOKS AND KITS

Moving Up in Numbers
Developmental Learning Materials
7440 North Natchez Avenue
Niles, Illinois 60648

Readiness for Learning
J. B. Lippincott Company
Educational Publishing Division
East Washington Square
Philadelphia, Pa. 19105

Specific Skill Series
Barnell-Loft, Inc.
958 Church Street
Baldwin, New York 11510

Programmed Reading
Educational Developmental Laboratories
(McGraw-Hill, Inc.)
1221 Avenue of Americas
New York, New York, 10020

Peabody Language Development Kits
American Guidance Service
Publishers Building
Circle Pines, Minnesota 55014

Telling Time
Encyclopedia Britannia Educational Corp.
Visual Education Centre
115 Berkeley Street
Toronto 2a, Ontario, Canada

Croft Skillpacks
Croft Educational Services
100 Garfield Avenue
New London, Connecticut 06320

Merrill Linguistic Readers
Charles E. Merrill Publishing Company
Bell & Howell
1300 Alum Creek Drive
Columbus, Ohio 43216

BOOKS & KITS (continued)

SRA School House and
Distar - Language/ Reading I, II, III
Science Research Association
259 East Erie Street
Chicago, Illinois 60611

Ginn Ward Enrichment Program
191 Spring Street
Lexington, Massachusetts 02173
Level 1 - Look & Listen
Level 2 - Consonant Sounds & Symbols
Level 3 - Vowels & Variants
Level 4 - More Vowels & Variants
Level 5 - Sounds & Syllables
Level 6 - More Sounds & Syllables
Level 7 - Working With Sounds
Ginn - 100 Edition

Decoding for Reading
MacMillan Company
Front and Brown Streets
Riverside, New York 08075

Allyn-Bacon
Elki Division 898
Link Drive
Rockleigh, New Jersey 07647
Clues to Consonants
Views on Vowels
Letters & Syllables

GAMES

GAMES

Lyons and Carnahan (Rand/McNally)
407 East 25th Street
Chicago, Illinois 60616
Spin-A-Sound (consonants)
Digraph Whirl (phonics)
Vowel Dominois (long/short)

Hoover Brothers, Inc.
1511 Baltimore Avenue
Kansas City, Missouri 64108
Kittie in the Kegs
Walk-on-number line
Puzzles
Shapes, color, form board
Flocked alphabet cards

Ideal School Supply Company
11000 South Lavergne Avenue
Oak Lawn, Illinois 60453
Silly Sounds (consonants)
Space Flight (blends)
Zig Zag (rhyming)
Sea of Vowels (long/short)
Pyramid Games
Form Boards
Large Parquetry patterns

Teaching Resources Corporation
100 Boylston Street
Boston, Massachusetts 02116
Math Wheel
Colored Beads (motor skills)
Pattern Cards (motor skills)

Singer Educational Products
SVE-Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, Illinois 60614
Consonant Jumble #5552 (floor game)
Motivator Activity Cards #1005 (bingo)
Consonant Race #5553

Developmental Learning Materials
7440 Natchez
Niles, Illinois 60648
Auditory Games
Money Game
Matching cards
Puzzles
L Lacing Boards
Sequential picture cards

Teacher made games - copies attached

DUPLICATING WORKSHEETS

Jenn Publications
815 East Market Street
P.O. Box 1155
Louisville, Kentucky 40201

Continental Press
2336 Farrington Street
Dallas, Texas 75207

Teacher's Publishing Corporation - Division of MacMillan Company
Riverside, New Jersey 08075

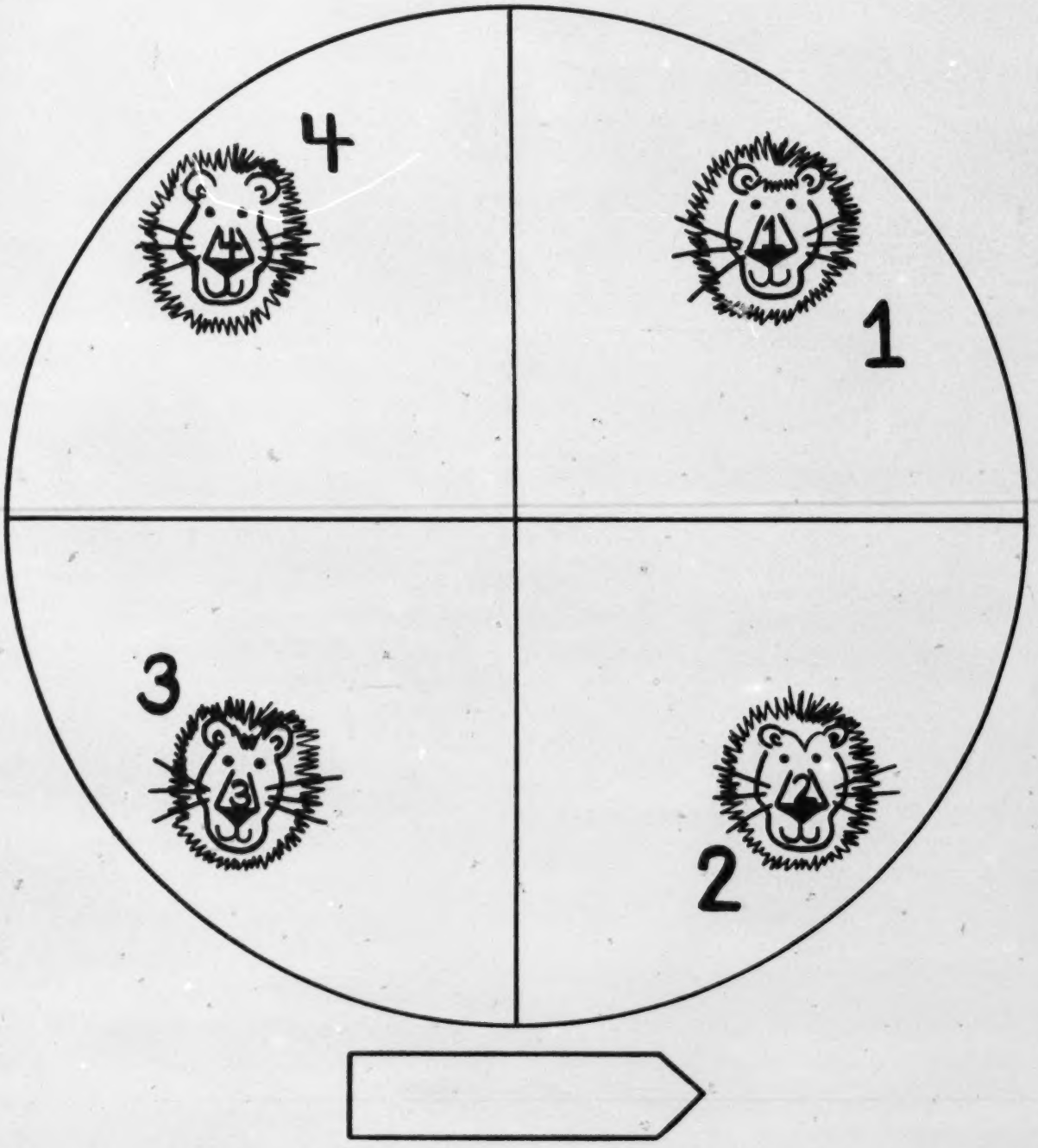
come my is jump little I down

it and to see you a me

go look with can here the in

Lion's Den

Spinner for Game 3 - Lion's Den



The Race Is On...

not big make run look up

red have my get this

help play ride blue

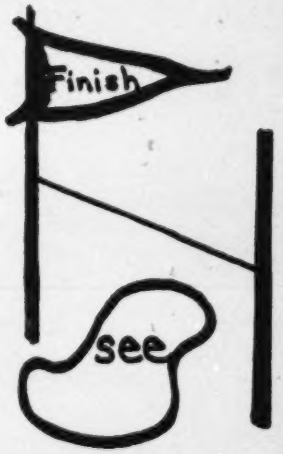
jump in

funny saw the work green

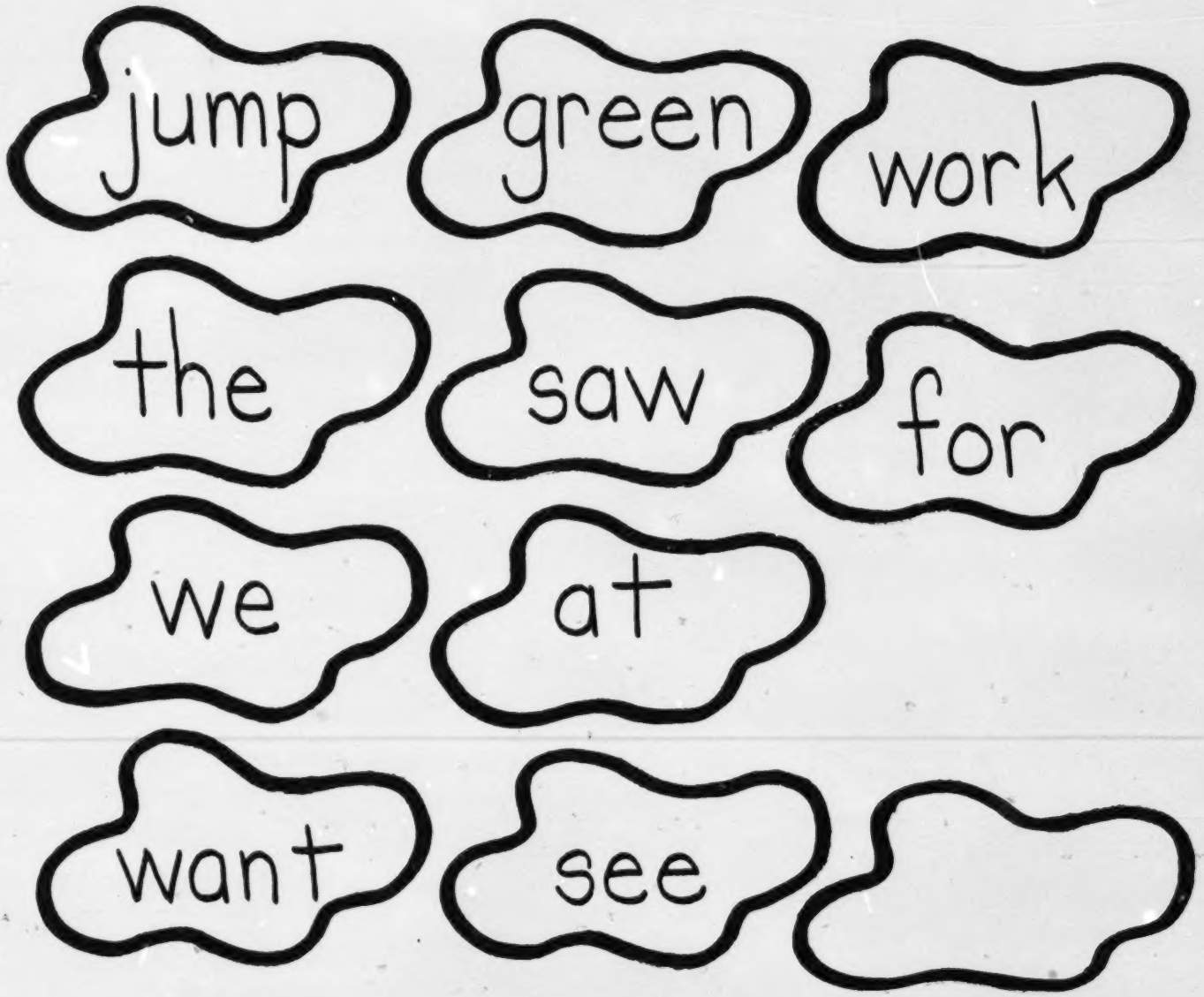
for

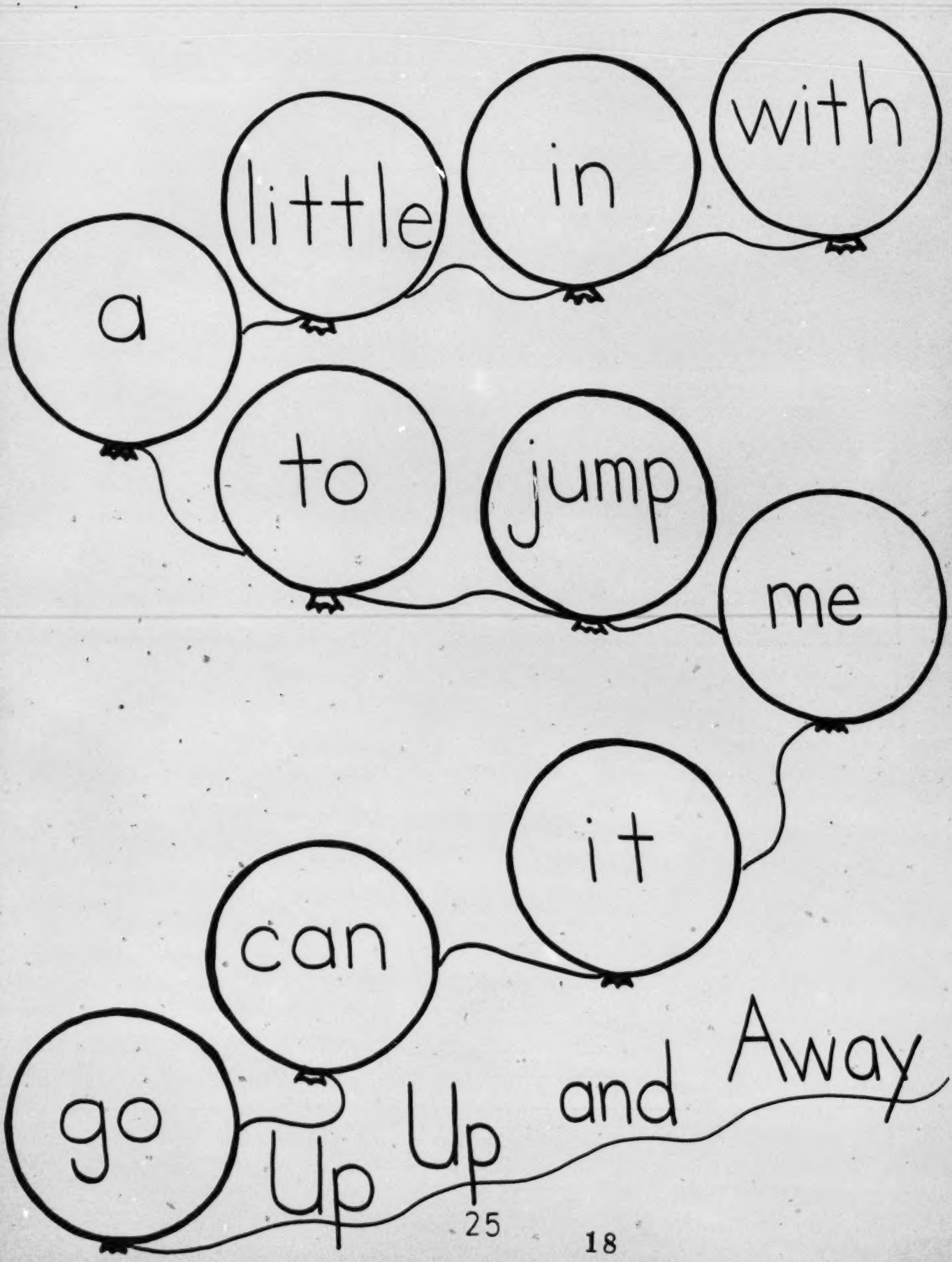
we

at said want make

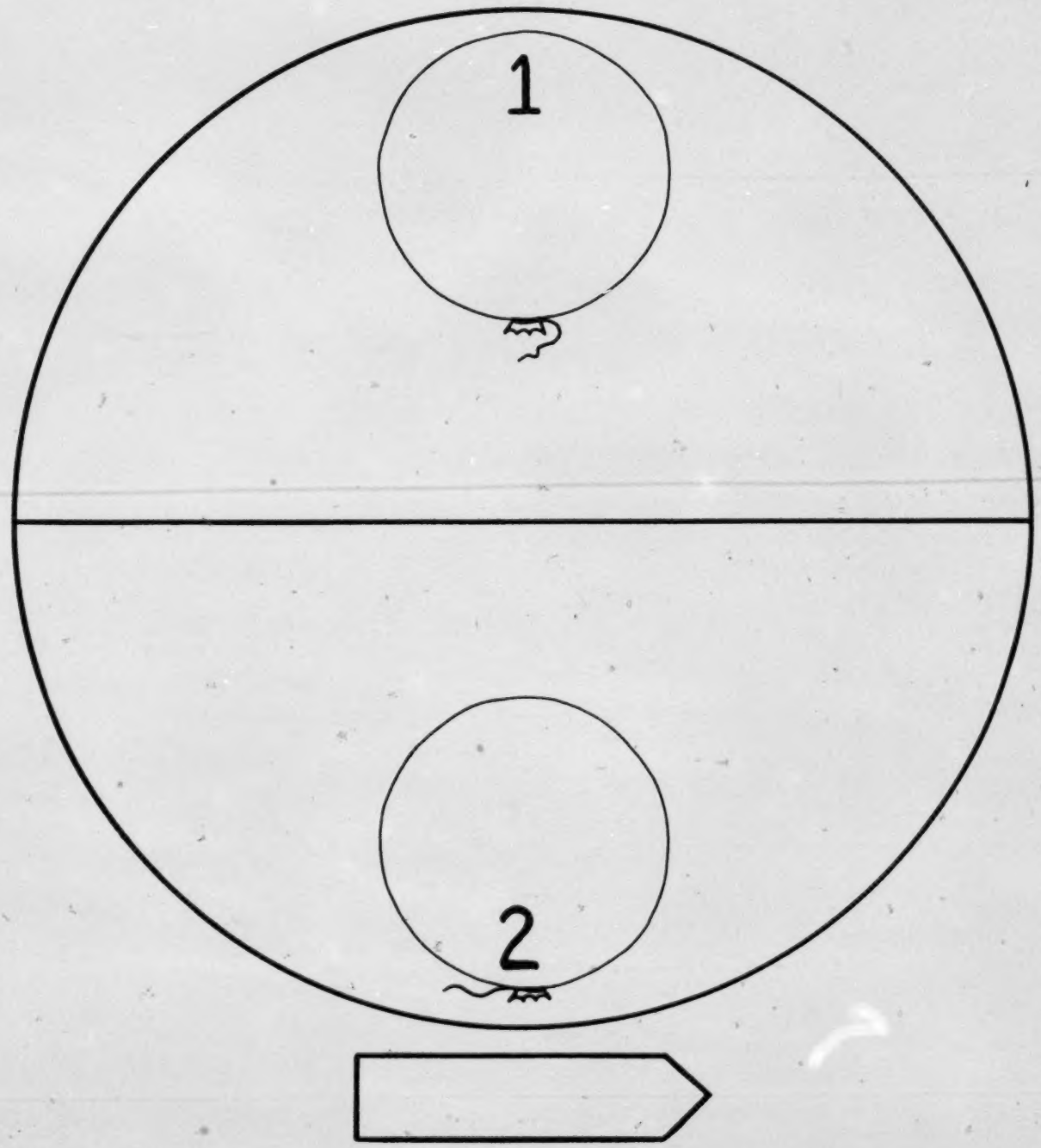


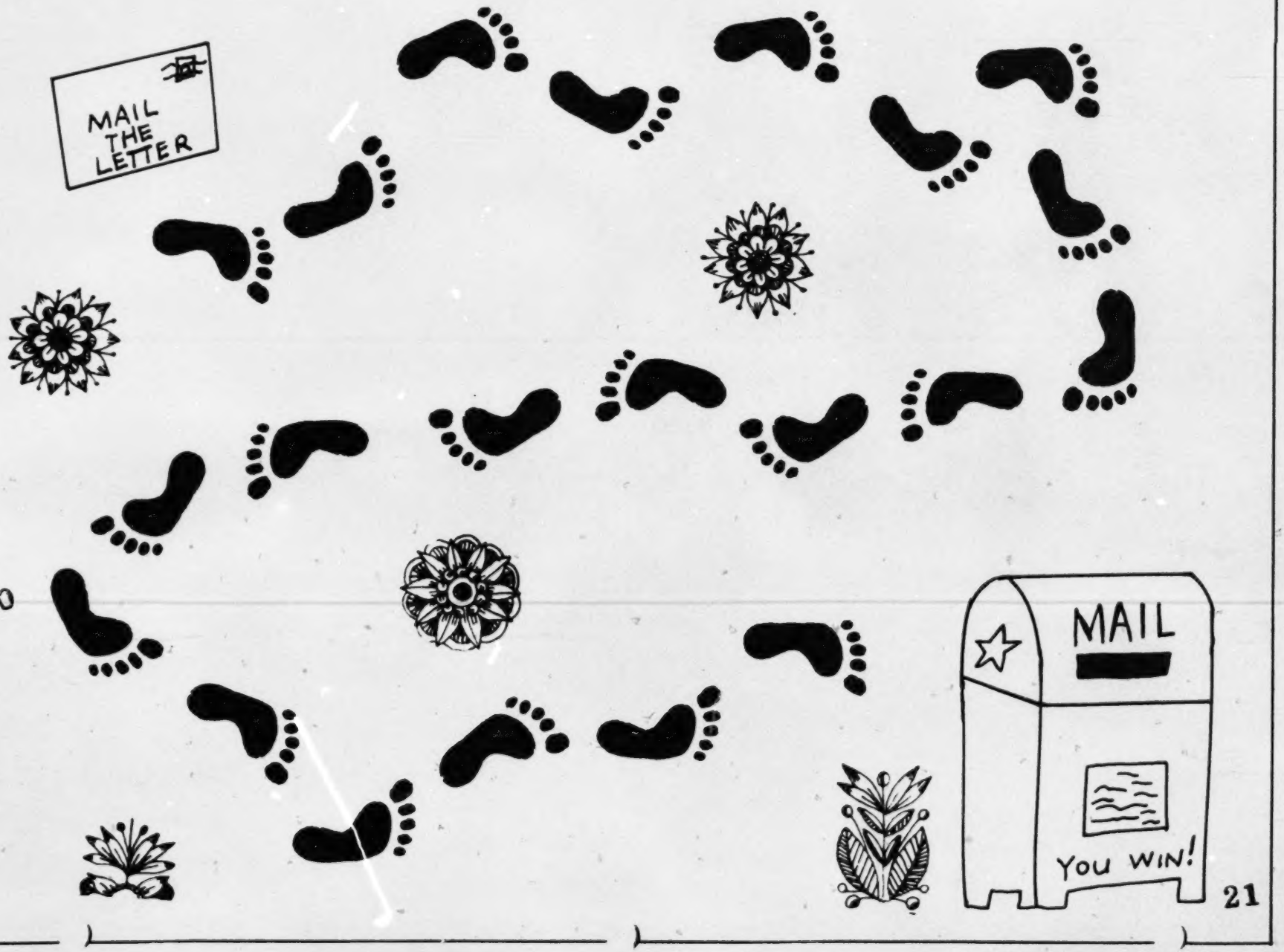
see

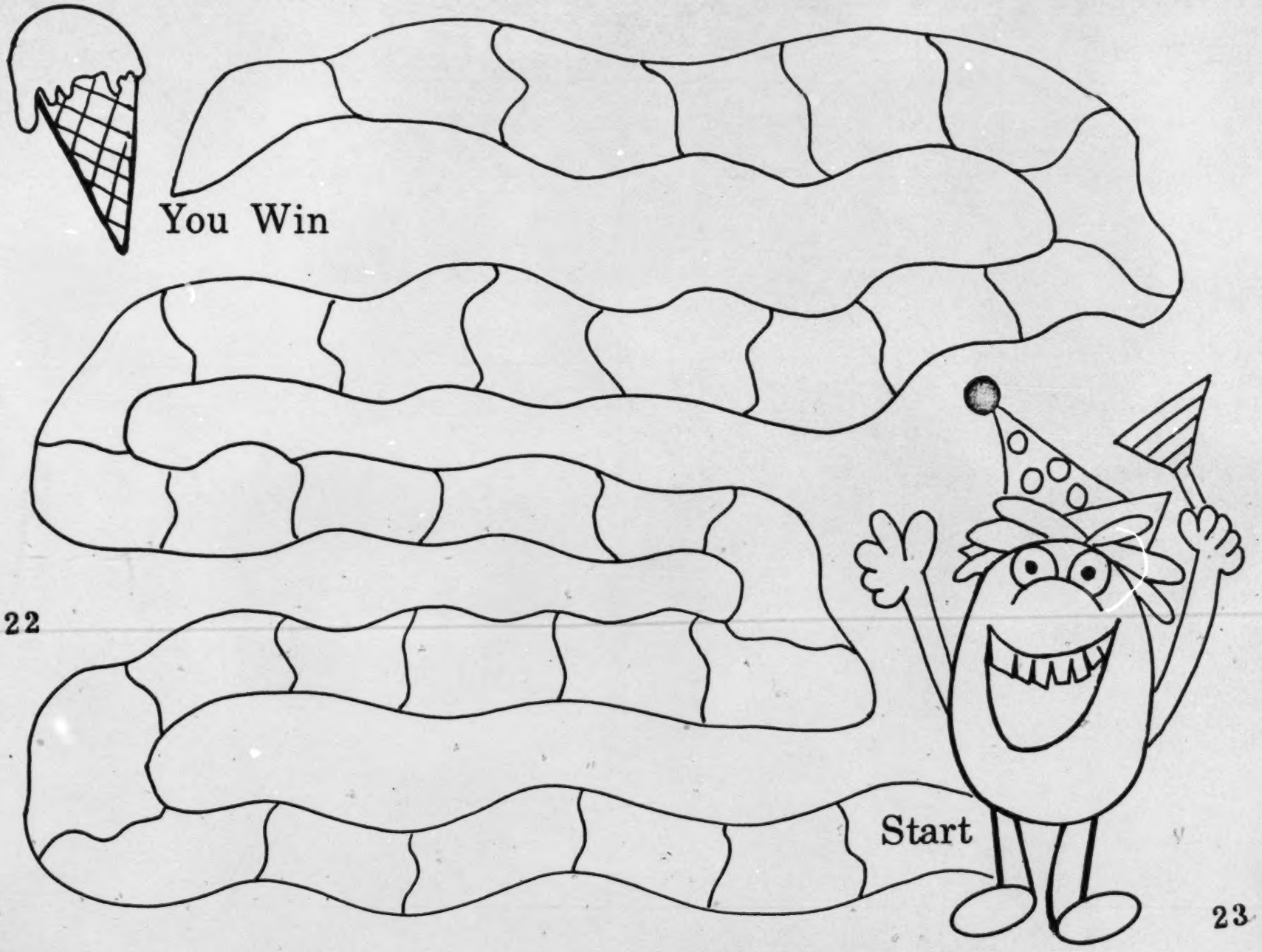

jump
green
work
the
saw
for
we
at
want
see

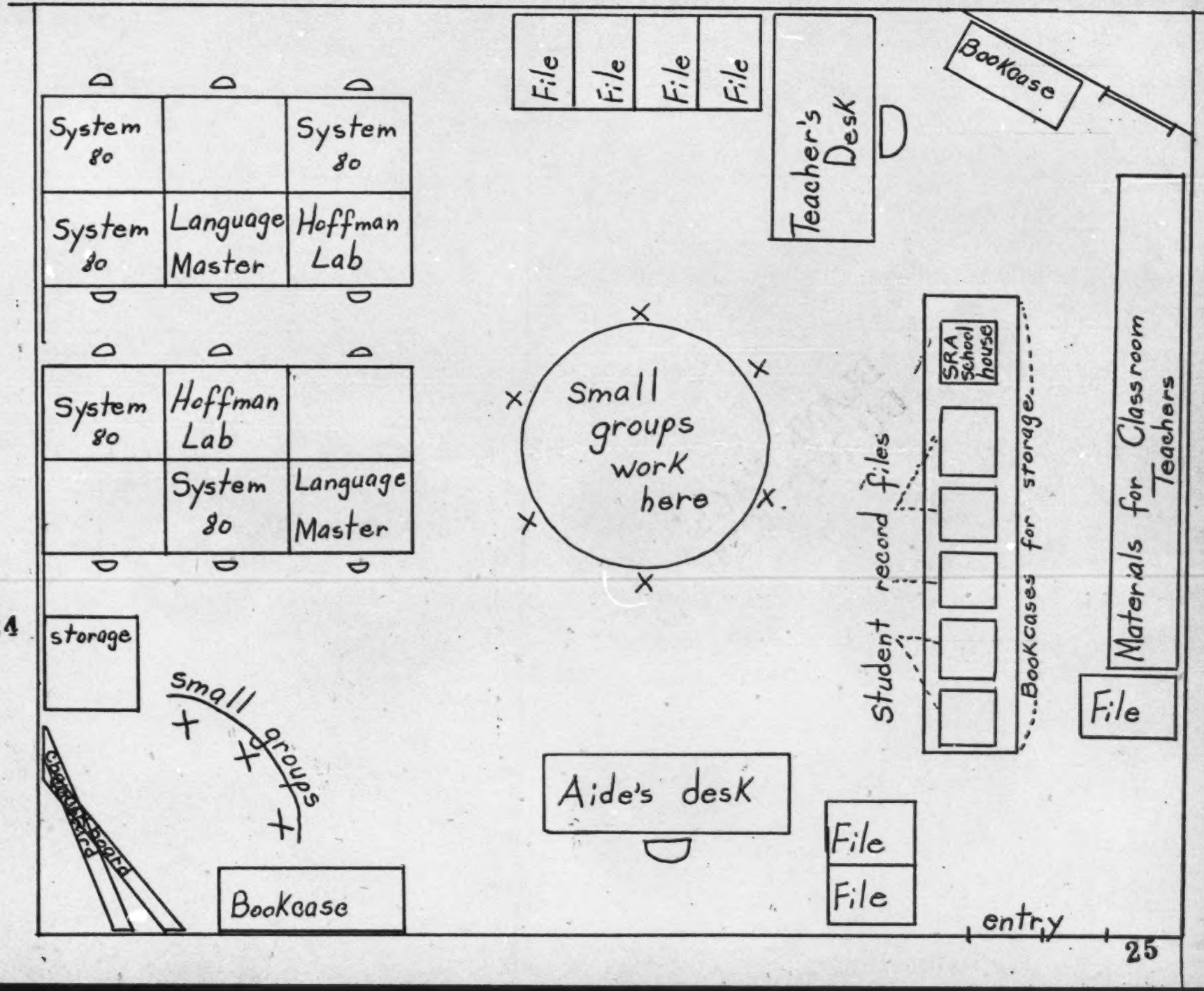

with
in
little
a
to
jump
me
it
can
go
Up
Up
and
Away

Spinner for Game 2 - Up, Up, and Away



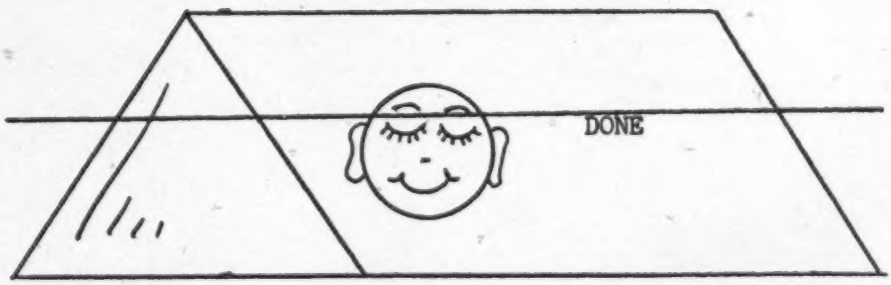

MAIL THE LETTER
20
MAIL
YOU WIN!
21


You Win
Start


System 80
System 80
System 80
Language Master
Hoffman Lab
System 80
Hoffman Lab
System 80
Language Master
File
File
File
File
Teacher's Desk
Bookcase
Small groups work here
SRA School house
Student record files
...Bookcases for storage.....
Materials for Classroom Teachers
File
storage
Small groups
Aide's desk
File
File
Bookcase
entry
24
25

STUDENT SIGNAL INDICATOR

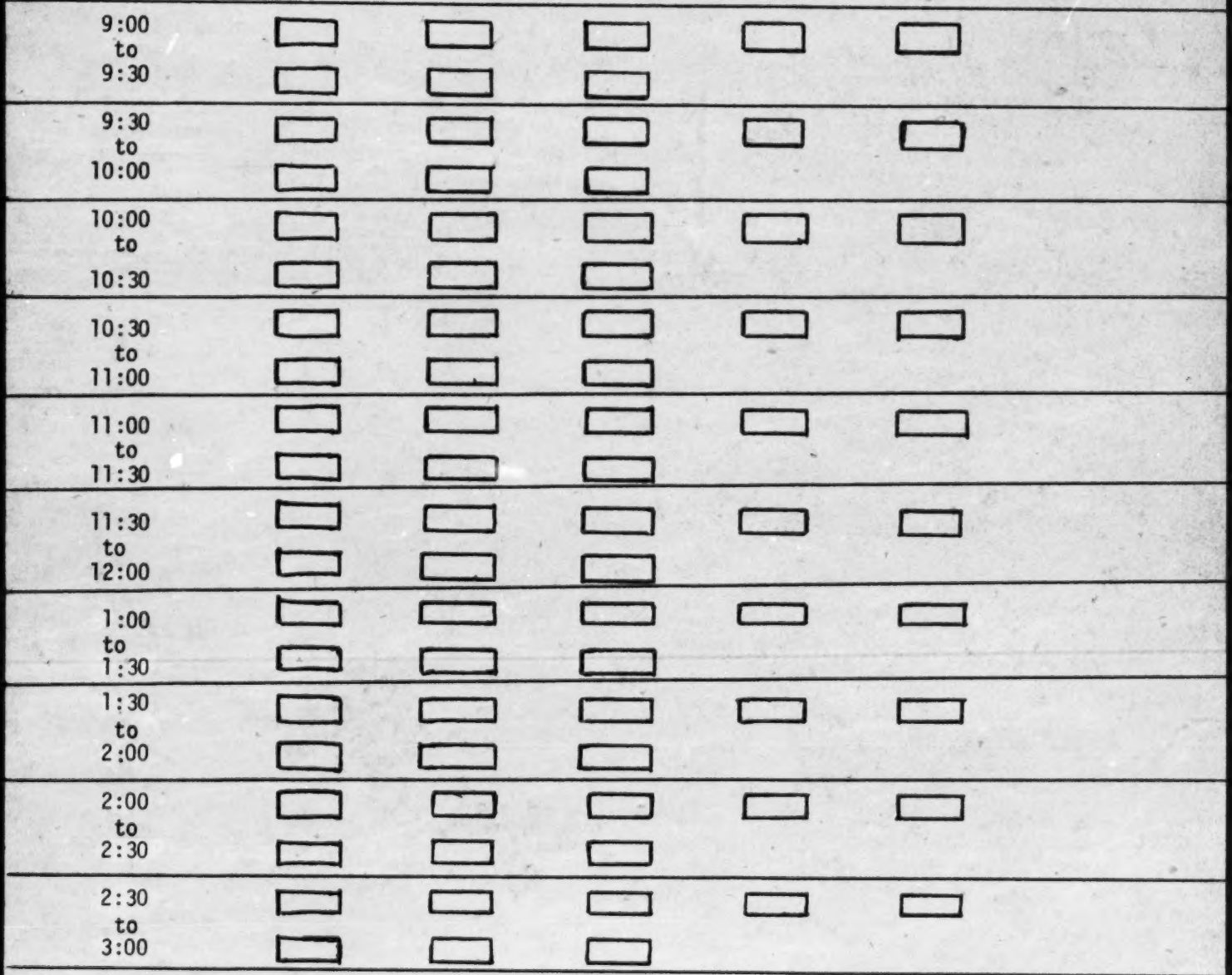
Color coding for pre-reading students



Working - green face
Help - red face
Done - yellow happy face

SAMPLE MASTER SCHEDULE CHART

- DAILY -



Code: Yellow - System 80 machines
Blue - Hoffman Lab
Pink - Special one-to-one teaching
Orange - Distar Language Arts

REPORT FROM LEARNING CENTER
Comanche Elementary School

TEACHER _____ DATE _____

_____ is in your _____

class. The following is a report on what is being done with this student.

_____
Learning Center Teacher

SAMPLE ATTENDANCE REPORT

	Mon. Jan. 5	Tues. Jan. 6	Wed. Jan. 7	Thurs. Jan. 8	Fri. Jan. 9	total children per week	Mon. Jan. 12	Tues. Jan. 13	Wed. Jan. 14	Thurs. Jan. 15	Fri. Jan. 16	Total children per week	Mon. Jan. 19	Tues. Jan. 20	Wed. Jan. 21	Thurs. Jan. 22	Fri. Jan. 23	Total children per week
Com. #1		1				1		1		1		1		1			1	2
#2	10	7	6	12	4	16	9	12	10	16	2	18	12	12	14	16	5	19
#3	5	4	7	3	1	9	5	3	1	3	1	7	6	1	2	4		5
#4	3	4	3	6	1	6	4	3	4	4	1	5	1	1	1	3	1	3
#5	2	5	5	4	3	8	2	5	2	6		6	4	6	3	6	3	8
#6	4	3	2	4	1	5	4	3	1	3	1	4	5	7	3	6	2	4
#8	6	4	5	2	2	12	2	2	2	2	1	5	2	2		1		4
Total per day	30	28	28	31	12	57	26	29	20	35	5	46	30	29	23	36	12	45
Total per week	129 visits					57	116 visits					46						45
Total per month																		

SAMPLE CHILD BY CHILD SIGN-IN

Children Serviced and Tested for the week of January 19, 1976 through January 23, 1976

Child's Name	Dates	Community #
Doug James	19-20-21-22	5
Jennifer Elliott	19-20-21-22	3
Sue McCoy	19-20-21	3
Hue Tong	19-19-20-20-20-20-21-21-21-21-22-22-22-22-23-23-23	6
Jarred McFadden	19-19-20-21-22-23	2
Chuck Crust	20-22	8
Karen Bledsoe	20-22	5
Rob Schumann	19-21	8
Jeff Pfeiffer	19-20-21-22	5
Stacey Brown	19-20-21-22	4
Tracy Bellavia	22-23	4
Rosalie Heck	23	5
Chris Coppenberger	23	1
Qua Tong	20-22	4
Jemma Yang	19	2
Jessica Peirce	20	1
16 children	56 visits	

LANGUAGE MASTER - SET 1 - SOUND BLENDING

Name _____ Date _____

SHORT VOWELS						FINAL CONSONANTS					BLENDS
ă		ĭ	ŏ	ŭ	ĕ	ă	ŏ	ŭ	ĕ	ĭ	pr - fr - nt - n cl - sl - sk - s
1	11	21	31	41	51	61	71	81	91	101	111
2	12	22	32	42	52	62	72	82	92	102	112
3	13	23	33	43	53	63	73	83	93	103	113
4	14	24	34	44	54	64	74	84	94	104	114
5	15	25	35	45	55	65	75	85	95	105	115
6	16	26	36	46	56	66	76	86	96	106	116
7	17	27	37	47	57	67	77	87	97	107	117
8	18	28	38	48	58	68	78	88	98	108	118
9	19	29	39	49	59	69	79	89	99	109	119
10	20	30	40	50	60	70	80	90	100	110	120

Medial Vowel		LONG VOWEL - FINAL e								Double Vowel			
		ā-e	ī-e	ō-e	ū-e	ă-a~~e~~	ĭ-i~~e~~	ŭ-us	ŏ-oe	ēa	ēe	ā~~y~~	ō~~w~~
120	131	141	146	151	156	161	168	174	177	181	186	191	196
121	132	142	147	152	157	162	169	175	178	182	187	192	197
122	133	143	148	153	158	163	170	176	179	183	188	193	198
123	134	144	149	154	155	164	171	177	180	184	189	194	199
124	135	145	150	155	156	165	172	178	181	185	190	195	200
125	136					166	173						
126	137					167							
127	138												
128	139												
129	140												
130													

Hoffman Lab - Level 1

Name _____ Date _____

100-10			100-11			100-12			100-13			100-14			100-15			100-16			100-17			100-18			100-19		
1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

101-10			101-11			101-12			101-13			101-14			101-15			101-16			101-17			101-18			101-19		
1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

102-10			102-11			102-12			102-13			102-14			102-15			102-16			102-17			102-18			102-19		
1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

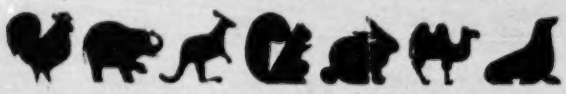
1 - Listening Story 2 - Do and Discover 3 - Mastery Test

System 80

BORG WARNER

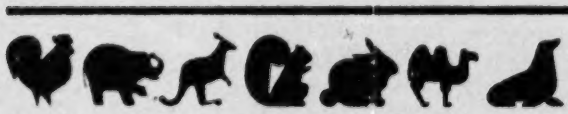
name

pretest	1	2	3	4	5	6	7	8	9	10	11	12
post-test	1	2	3	4	5	6	7	8	9	10	11	12



pretest	1	2	3	4	5	6	7	8	9	10	11	12
post-test	1	2	3	4	5	6	7	8	9	10	11	12

pretest	1	2	3	4	5	6	7	8	9	10	11	12
post-test	1	2	3	4	5	6	7	8	9	10	11	12

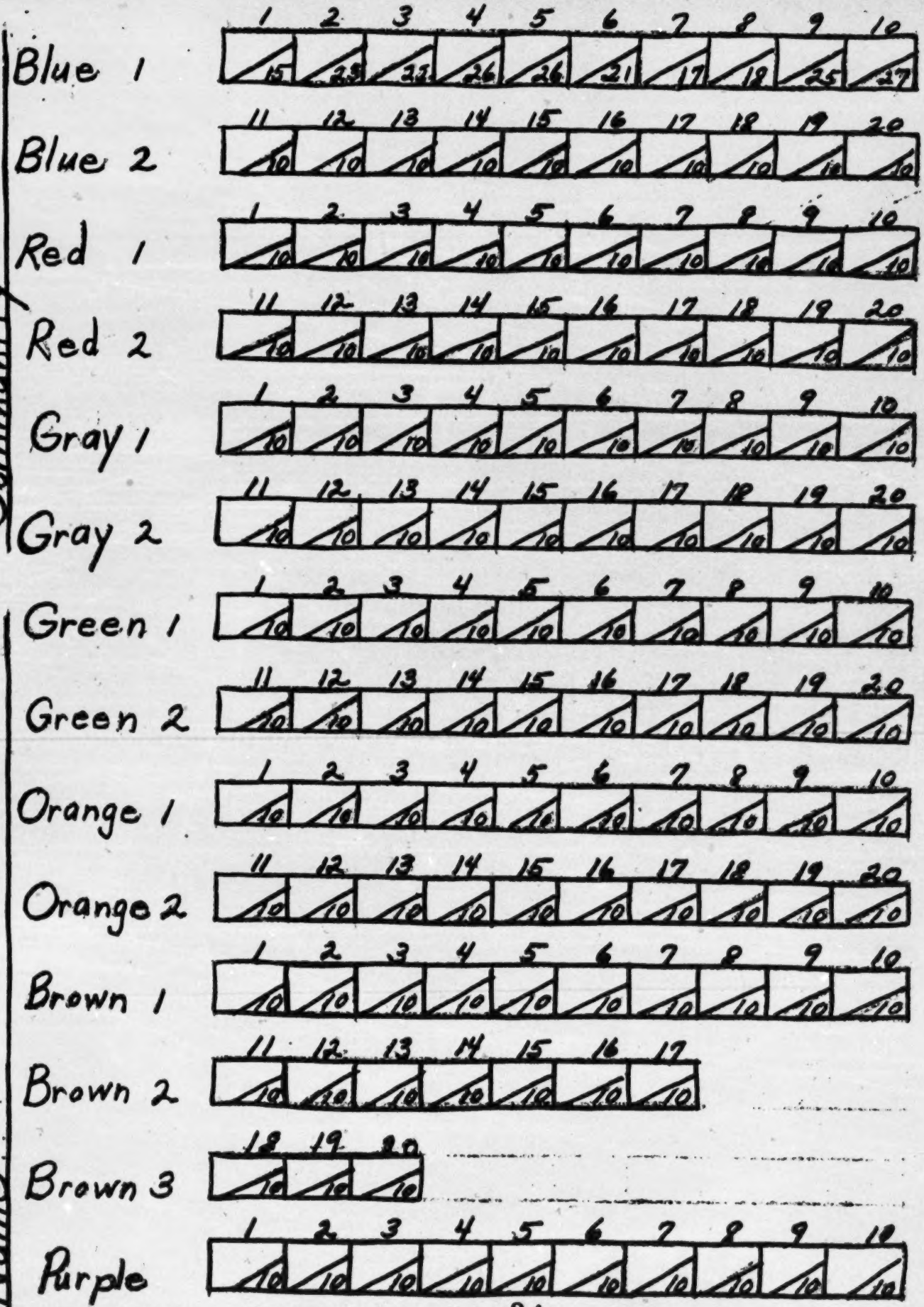


pretest	1	2	3	4	5	6	7	8	9	10	11	12
post-test	1	2	3	4	5	6	7	8	9	10	11	12

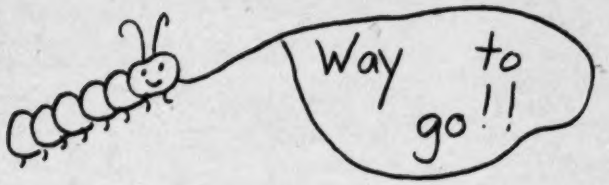
pretest	1	2	3	4	5	6	7	8	9	10	11	12
post-test	1	2	3	4	5	6	7	8	9	10	11	12

Community

Name



Date

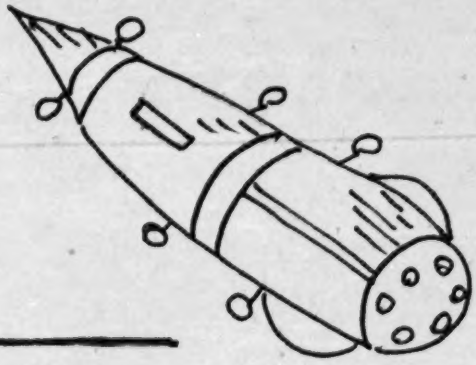


I was a good worker!

Date

Date

A-OK!!



Good Work - Well done!

SCRIPT OUTLINE FOR A PRESENTATION
OF AN ORIENTATION TO THE LEARNING CENTER

Title of Presentation: "Out Of the Reading Closet Into The Maelstrom Of A Learning Center."

Introduction: If you were to walk into many schools today and ask to see the Special Reading Teacher, you would most likely find that person tucked away in a small compact room or in an empty classroom.

Surrounded by books, papers, boxes, a desk, and a small group of chairs, the reading teacher would be meeting with students on a tight schedule - trying to see as many students as she could - adminstering diagnostic and placement tests - conferencing with teachers - assisting in the inservice programs of the school - chairing curriculum committees or participating as a committee member - monitoring the developmental reading program of the school and the list goes on and one.

Some schools have been attempting to coordinate the talents and expertise of the special reading teacher and the special educator, such as the L.D. teacher and the speech/language clinician, in order to serve more utilization of a Learning Center. In the Learning Center, the reading teacher becomes a part of the Learning Center team.

Definition: What Is A Learning Center?

First, let us differentiate between a learning center and/or a learning station which is found in many classrooms. Under the traditional name of "interest centers" students worked independently but within the structure of the classroom curriculum. Earlier, these interest centers served to help the teacher provide enrichment or remedial activities for which her time was limited.

Interest centers moved to more modern terminology - "learning stations". We began to move toward more individualization with emphasis on student interests. Accountability for work at a learning station took the form of pre and post tests, activity worksheets, and student projects. Students could move from one station to another or remain at one station until his interest was satisfied or waned.

Slide 1. The Learning Center that we speak of today is a center hub of a school where students, K - 6, may come for a variety of purposes. Their length of time spent in a learning center may be thirty minutes to one hour everyday or two or three times per week.

Slide 2. Upon entering the Learning Center, the student signs in. This enables us to monitor the child's attendance and provides data on the number of students served in the center. Students on the Learning Center roster vary from day to day but the average is 25. A high month for attendance will be 56 students on the roster and a low month, such as September, may be 23.

Eligibility:

Slides 3 - 4

Any student may be eligible to work in the Learning Center if he shows evidence of being an accelerated student in one or more of the content areas. His purpose for coming to the Learning Center is for enrichment of the regular classroom program.

Students who have fine motor problems and may profit from a typing program or need instruction in cursive handwriting.

Slides 5 - 6

Students who are working below grade level in one or more content areas: spelling, reading, math.

Students who need intensive work in the process skills:

Slides 7 - 8

auditory discrimination
auditory memory
visual discrimination
visual memory

Slide 9

Students who because of the open space classroom need a more structured time to their school day. Behavior modification techniques are used with these students.

Referral:
Slide 10

A. Is made by the classroom teacher if the student is exhibiting difficulty in an academic area or is eligible for enrichment instruction.

B. Is made by the Special Services Team for the educationally handicapped and for the academically talented student.

Placement:

Slide 11

A. Students are placed only after their needs are diagnosed by pre-testing and an individual prescription made to remediate these needs. Evaluation and prescriptions are made by Learning Center teacher or team.

Slide 12

B. Students are scheduled as agreed cooperatively by the classroom teacher and the Learning Center. If time cannot be worked out, the student is placed on a waiting list. On the average, a student is placed within a week to ten days after initial referral - when testing is completed.

C. Students who have been screened and evaluated by the Special Services Team are given priority by the Learning Center.

D. Time assigned for student in Learning Center is determined by his needs: everyday or two times per week minimum. Learning Center teacher decides.

Materials/ Media

The following slides will be illustrative of the materials and media used in programming for students in the Learning Center:

Slide 13
Slide 14

1. System 80
2. Cyclo-teacher

Slide 15	3.	Hoffman Lab
Slide 16	4.	Teacher made materials
Slide 17		a. calendar work
Slide 18, 19		b. game boards
Slide 20	5.	Listening to tape programs
Slide 21	6.	Kits: Moving Up in Numbers
Slide 22		Schoolhouse: Word Attack Skills
Slide 23	7.	Consumable Workbooks
Slide 24	8.	Floor Numberline
Slide 25, 26	9.	Parquetry Puzzles
Slide 27, 28	10.	Jumbo Consonant Floor Mat
Slide 29, 30	11.	Spatial Relations Board
Slide 31, 32	12.	Distar Language Group
Slide 33		

Evaluation:

A. Conferences with the classroom teacher are held periodically to communicate the progress of the Learning Center student and to coordinate the remediation program with classroom work.

Slide 34

B. All Learning Center students working in System 80 programmed instruction are administered post-tests. Criterion for mastery is determined by the Learning Center teacher.

Slide 35

C. A student may be programmed or re-cycled in other material if mastery level is below 85% or in the judgment of the Learning Center teacher, more work is needed.

Slide 36

D. Evaluation is continuous with the student actively involved in the evaluation process.